



St Caireall's Primary School

Remote Learning Policy

Ratified by The Board of Governors

D. O'Brien

Date : 21/10/21



St. Caireall's Primary School

Policy on Remote Learning 2020

Due to the Coronavirus Pandemic, St. Caireall's has developed a Remote Learning Policy in the event that children have to be taught remotely for a period of time whether that is over a number of weeks or months.

We aim to ensure that through the school website, the Seesaw App, Mathletics, the c2k network as well as the use of exercise books, text books and reading books, we will be able to keep daily contact with the children in a professional and confidential manner.

Teachers will be able to schedule learning in a manner that does not overwhelm or concern the pupils and can allow for replication of classroom activity to the best of our ability.

In all communications we will adhere to our commitment to the well-being of our pupils and parents and take into account an addendum to our Child Protection policy.

Key principles:

As a school staff we accept that we cannot expect children to make similar progress to taught lessons in any given period of remote learning.

We have agreed to identify key learning priorities without necessarily sacrificing the breadth of the curriculum and will prioritise key knowledge, skills and understanding in each area of learning. We have reflected on and agreed pedagogical goals and will use the technology available to help us achieve these goals.

Learning tasks and activities will be designed with specific learning intention that will be shared with the pupils. We acknowledge that it is important that parents and pupils are clear on the intended purpose of the learning and the expected outcomes.

Resources and activities shared on Seesaw and other online websites will be appropriately differentiated to ensure all the children have a positive and appropriately challenging learning experience.

We recognise in St. Caireall's, that a focus on feedback is key. Use of the Seesaw app allows us to give regular whole class and individual feedback to pupils. Ensuring that children have the sense that their work is being looked at so that they remain motivated to completing tasks. Providing self-assessment and peer-assessment opportunities is a key element of remote learning which allows pupils to reflect on their learning, performance and set goals.

We aim to engage with pupils on an ongoing basis and ensure a teacher presence for a child and maintain the close relationship with the child's teacher.

The main focus of assessment will be on levels of engagement, well-being and formative assessment for learning. The first and most basic level of engagement being completion of



work. Where the teacher detects a lack of engagement and complication of work, this will be discussed with the Principal and a contact will be made, as soon as possible, with the parent or guardian.

As a school, we are aware that online communications are not easily accessible by all within our rural community, therefore a pack of work would be available for families unable to download and use the Seesaw App. All families would be encouraged to use the school email and telephone the school for support. Each child will be given an exercise book to write their work onto for the period of remote learning.

All staff should approach any non-engagement with activities tentatively and with compassion, as we recognise that we are never sure of the difficulties any family may be experiencing at any time.

The role of the teacher:

The first day of any extended closure will be used by the teachers to prepare for the coming period and there will be no remote learning schedule.

Teachers will share the activities with their class on a daily basis by 9:30am through Seesaw.

Teachers can assign differentiated tasks on Mathematics as extension work but pupils must be given opportunities for pen/paper maths activities.

Teachers will continue to teach in line with the current extensive planning that is in place throughout the school.

Children will engage in one literacy, one numeracy and one other curricular area daily. Literacy lessons will contain phonics work on a regular basis and numeracy lessons will begin with a mental maths warm up.

Daily prayer routines will be encouraged and children will engage with at least one RE lesson per week.

Each lesson will have clear learning objectives so that the parent and child are clear on the intended outcomes.

A template is attached as an appendix for each staff member to use.

Teachers will demonstrate learning by posting videos of themselves teaching or by directing the parent and child to a similar video, explaining the concept for e.g. on youtube.

During periods of Remote Learning, the option for pupils to leave comments will be accessible through Seesaw. Teachers will respond to messages and leave feedback on activities and learning during their normal teaching hours and periods designated for directed time. However, teachers may choose to allocate hours in the afternoon rather than during the earlier part of the day, if they find it more manageable. We have agreed that it is important that each teacher manage their own work life balance in this context.



Teachers will ensure there are flexible deadlines for completion of work within any given week and explain this to the pupils.

If a teacher is unwell and not able to carry out their duties, absence should be reported in the usual way and another teacher take over during their absence.

Virtual certificates can be used to recognise and reward the children's efforts and achievements.

Teachers should not make any comments, give any feedback or post activities during their school holidays.

Teachers will not be required to engage in remote learning activities, as described above, with any child whose absence is unauthorised by the Principal or is in contravention to school or government guidance.

The role of the pupil:

Do their best to complete the activities assigned by the teacher each day.

Be assured that their well-being is a priority and that teachers understand that flexibility is needed in relation to the timescale for completing tasks.

Only send messages, comments and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask directly.

Only access the material shared by the teacher and ask parental permission to use technology for anything beyond that.

Take regular breaks and try to get fresh air and exercise every day.

Read daily either independently or with an adult.

How parents can help:

Support their child's learning to the best of their ability and understand that participation is necessary and in the best interest of the child. As a staff, we can see the negative impact the 'lock down' has had on the learning of many children. It is vital that every child engages with Remote Learning activities as we try to close the gap.

Encourage the child to access and engage with Seesaw posts from their teacher.

Try to establish a daily routine that works for their household.

Not to screen shot or copy any information, messages or posts, to share on social media or any platform outside of Seesaw.

Know that they can contact the school by telephone on 02881671704 or through the school email info@stcaireallsps.castledearg.ni.sch.uk if they require support of any kind.



Check their child is completing the work over the week and praise and encourage any progress or effort made by the child.

Monitor their child's use of technology and ensure it is being used appropriately.

Be mindful of their own mental well-being and that of their child, encourage regular breaks, play games, get fresh air and make time to relax.

Monitoring, evaluation and review:

Staff will work together with the Principal to review the successes or otherwise of this policy on a weekly basis, where it is being implemented in full.

Any changes in approach will be agreed in writing and emailed to staff, to ensure continuity of approach.

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